

Preventing SRGBV: Facilitator's Guide

# Module 3: Prevention Through Curricula & Pedagogy



UNGEI



United Nations  
Educational, Scientific and  
Cultural Organization



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# Session 7: Support for Educators in Using Pedagogical Approaches

## Module 3: Prevention Through Curricula & Pedagogy

Primary Source of Information:  
[UN Women Global Guidance Document on SRGBV](#)



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Slide numbers: 1

Duration: 5 mins

Slide title: Introduction

Strategy: Lecture



Welcome to this module, which will help you to speak clearly about the kinds of support educators need to prevent and manage incidences of SRGBV.

Let's look at our agenda for this session in a little more detail.

- Identify the curricular approaches to prevent violence and promote gender equality in schools
- Distinguish the practices of countries that have implemented various curriculum approaches to prevent school-related gender-based violence (SRGBV)

## Session Objectives

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Slide number: 2  
Duration: 5 mins

Slide title: Introducing the objectives and the agenda  
Strategy: Lecture



In this session, we will talk about support for educators to develop effective, learner-centred pedagogical approaches and the tools to recognize and address SRGBV. By the end of this session, you will be able to:

- Identify the curricular approaches to prevent violence and promote gender equality in schools
- Distinguish the practices of countries that have implemented various curriculum approaches to prevent SRGBV

Let's understand how a strongly designed and delivered curriculum can support the prevention of SRGBV through an activity.

**Activity:  
Designing  
relevant  
curricula to  
address SRGBV**



Slide number: 3

Duration: 60 mins

Slide title: Designing relevant  
curricula to address SRGBV

Strategy: Activity



In your groups, read the case examples of SRGBV incidences and determine how you would go about designing some relevant curriculum approaches.

Think about all the data you need to collect, what you would include in the program, how you would deliver it, and finally, what would be the measure of success.



Provide participants with 20 minutes to read the examples and collect their individual thoughts.

After that, they can take 20 minutes to discuss within their groups and use the last 20 minutes to present their thoughts to the larger group.

**Scenario 1:** Shaina felt embarrassed and humiliated because in her village school, she was ridiculed by the boys. Today, she just had her first menstrual period and her classmates laughed at her blood-stained clothes. Apparently, she's not the first one to be laughed at but there is no solution that anyone has offered to this.

**Scenario 2:** Arif gets laughed at because though he is 14 years old, there are no traces of facial hair on him. Boys and girls alike tell him that he will probably have to stay home and tend to cooking and cleaning responsibilities 'like a girl'. Arif begins to wonder if there is something wrong with him.

**Scenario 3:** Eko was summoned to the Principal's office today because of his bullying behavior. This is the third time that he has been caught beating up smaller children. He shrugs his shoulders and talks about this being the 'law of the jungle' – that only the tough survive and that the younger children need to 'man up'.



**Scenario 4:** Julia has been supplying some of her classmates with marijuana. She says she's been growing it at home and selling it to others to get some money to buy a dress she wants.

**Scenario 5:** Kayla posted some pictures of herself on Facebook with a new haircut. An anonymous person messaged her saying that she looks terrible and should go and kill herself. She spoke to her friends about this but some of them felt that because no crime was committed against her, she should let this go. Some others (primarily boys) also mentioned that she was probably asking for this kind of behavior by posting pictures.

**Scenario 6:** Rajat was slapped by his English teacher for not having done his homework assignments. When he went back home with a bruised cheek, his enraged father rushed back to school, and slapped the teacher in retaliation.

**Scenario 7:** Sahil is a 10-year-old boy in fourth grade. He has been sent back to attend English lessons in second grade because his teacher thinks he is 'slow'. The teacher shouted at him and called him stupid.

Observe if the participants talk only about action against the perpetrators or a larger vision of designing curriculum that addresses these issues. Nudge them to think about how a well-designed curriculum that contains the right guidance could help in such scenarios.

In addition, for Scenario 6, help them understand that the English teacher is both – a perpetrator and a victim of SRGBV. In the case of Rajat, the SRGBV incident is a violation of his right to education. And the teacher being slapped is a violation of the right to decent working conditions.

For Scenario 7, explain that Sahil might be dyslexic, which means he could be reading at a level below his age. He needs to be supported, not subjected to psychological violence.

**Awesome. While we can look at solving for each scenario on a case-by-case basis, lasting change can only come through a pedagogical approach involving curriculum design. Let's look at the aspects of a curricular approach.**

## Elements of a pedagogical approach

Planning	Content	Delivery	Review
<ul style="list-style-type: none"> <li>Build time to support and plan for the new curriculum, including building consensus through consultation and advocacy with key stakeholders</li> <li>Design activities that are consistent with available resources (e.g. staff time/skills and materials)</li> <li>Involve experts in designing the curricula content, which needs to examine and critically address children and young people's attitudes towards social and gender-based norms and stereotypes, which condone, perpetuate and underpin SRGBV</li> <li>Review the current evidence base and other curricula that have been evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Ensure curriculum and materials are age-appropriate (e.g. conflict resolution skills such as negotiation and communications for older youth; respectful relationships skills such as empathy and respect for dating age youth; or what kind of touching is OK or not OK for younger children, etc.)</li> <li>Promote positive and broader definitions of masculinities, and work with men and boys</li> <li>Emphasize consent and communication</li> <li>Include a broad focus on changing gender norms and behaviours and promoting positive models of forming relationships.</li> <li>Include information on all forms of SRGBV, including violence against LGBTI people and homophobic and transphobic bullying</li> <li>Address personal values and perceptions of family and peer norms around sexual behaviour, health and rights</li> <li>Include information on SRGBV laws and linkages to SRGBV reporting, referral and support mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Use participatory teaching methods that actively involve students and help them internalize and integrate information</li> <li>Develop community-integrated approaches - to tackle wider social norms within the wider community and raise awareness of SRGBV</li> <li>Select capable and motivated educators to implement the curriculum and provide quality training to these educators to adopt the more participatory and empowering teaching methodologies advocated for use with sexuality education and life skills curricula</li> </ul>	<ul style="list-style-type: none"> <li>Pilot test the curriculum and obtain ongoing feedback from the students</li> <li>Provide ongoing management, supervision and oversight</li> </ul>

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Slide number: 4

Duration: 15 mins

Slide title: Elements of a pedagogical approach

Strategy: Lecture & discussion



Quality education can encourage children and young people to challenge violence and gender norms and attitudes, thereby reducing SRGBV. Children and young people need support and guidance enablement to understand what constitutes violence and abuse, how to protect themselves from harm, and take action to avoid harm to others.

To ensure maximum positive impact, a curriculum approach should include the following aspects:

1. Plan curricular interventions well based on available evidence, expert consultants who can guide you, and stay cognizant of the resources and constraints you may have. For example, is the problem you are trying to solve fairly prevalent? Do you have the right people to help you in content creation? Are you aware of all the resources that are available to you?
2. Design content according to age-appropriateness, appropriate feedback on gender norms and roles, SRGBV rules and other support mechanisms. For example, does the content include safe touch for younger children or respectful relationships for older children?
3. Deliver using participatory teaching methods that involve learners, focus on the community, and leverage the strength of experienced educators to immerse learners in key messages
4. Review regularly and get feedback on the curriculum, with plans to revisit and revamp as needed.

Now, let's see how different countries all over the world have implemented various curriculum-based approaches to prevent SRGBV with an activity.

## Activity: Examples of curricula across the world



Slide number: 5

Duration: 20 mins

Slide title: Examples of curricula across the world

Strategy: Activity



You have been given examples of some kinds of curriculum implemented across the world. Based on the descriptions of the curriculum, match the intervention with the topic of the curriculum provided.

The topic subjects are:

- Comprehensive sexuality education (CSE)
- Life skills education
- Healthy relationships
- Bullying and other forms of violence
- Gender equality





<b>Programs H and M, Brazil (and adapted internationally)</b>	<p>Programs H (H for hombres or homes - the Spanish and Portuguese words for men) and M (M for mujeres or mulheres - the Spanish and Portuguese words for women), use an evidence-based curriculum, which includes a set of group educational activities designed to be carried out in same-sex group settings, and generally with facilitators of the same sex who can serve as gender-equitable role models (Care International, 2012).</p> <p>The manuals include activities on violence prevention, fatherhood/motherhood and caregiving, sexual and reproductive health, and HIV/AIDS, among other related issues. Activities include role-playing, brainstorming and other participatory exercises to help students reflect on how boys and girls are socialized, to consider the positive and negative aspects of this socialization and to weigh up the benefits of changing certain behaviours.</p> <p>The programme has been evaluated in several locations around the world through mostly quasi-experimental studies, with evidence of positive changes in participants' gender-equitable attitudes and behaviours and reduced gender- based violence (Ricardo et al, 2010).</p>
<b>Fourth R, Canada</b>	<p>The Fourth R programme is based on the premise that relationship knowledge and skills can and should be taught in the same way as reading, writing and arithmetic - hence the Fourth R (for Relationships). The programme is taught in the classroom with children in Grades 8-12.</p> <p>A five-year randomized control trial of the classes with Grade 9 students aged 14-15 found that students (especially boys) who received the Fourth R used significantly fewer acts of violence towards a dating partner by the end of Grade 11, compared to those who received standard health classes (Wolfe et al, 2009).</p>
<b>Second Step, United States</b>	<p>The Second Step programme has been used with more than 8 million students in over 32,000 US schools. The programme teaches life skills such as essential communication, coping and decision-making skills that help young people navigate around common pitfalls such as peer pressure, substance abuse and bullying (both in-person and online).</p> <p>A two-year cluster-randomized clinical trial of Second Step was conducted with over 3,600 students at 36 middle schools in Grades 6 and 7 (aged 11-13 years) in Illinois and Kansas. The study found that, at the end of the programme, students in Illinois intervention schools were 56 per cent less likely to self-report homophobic name-calling victimization and 39 per cent less likely to report sexual violence perpetration than students in control schools, although there was no significant difference among their peers in the Kansas schools (Espelage et al, 2012).</p>
<b>The Gender Equity Movement in Schools (GEMS), India</b>	<p>The GEMS project was implemented in public schools in Goa, Kota and Mumbai. In Goa and Kota, it was layered with ongoing school curriculum. In Mumbai, it was implemented as an independent pilot project in 45 schools. Using extracurricular activities, role-playing and games, GEMS began in the sixth grade and worked for two years with boys and girls ages 12-14 in public schools.</p> <p>An evaluation study of the pilot used a quasi-experimental design to assess the outcomes of the programme on the students. Results showed that, over the course of the programme, participating students grew more supportive of girls pursuing higher education and marrying later in life, and of boys and men contributing to household work. However, students' behaviours and attitudes around reducing violence - a key component of GEMS - showed mixed results. The GEMS approach is now being scaled up to 250 schools in Mumbai, following the success of the first pilot programme. It is also being rolled out in 20 schools in Viet Nam (ICRW, 2011).</p>
<b>The World Starts with Me, Uganda</b>	<p>Developed in 2002 by two Dutch NGOs - the World Population Foundation and Butterfly Works, the programme is a low-tech, online, interactive sex education programme aimed at students aged 12-19 years. It uses virtual peer educators, David and Rose, to guide students through 14 lessons around self-esteem, healthy relationships, sexual development, safer sex, gender equality and sexual rights. Each lesson has a related assignment, such as creating a storyboard, an art work or conducting a role play on the topic of that lesson.</p> <p>Evaluation of The World Starts with Me, using a quasi- experimental design, found significant positive effects on non-coercive sex within students in intervention groups having increased confidence that they could deal with situations where sexual pressure and force would be used (Rijsdijk et al, 2011).</p>

Let's also discuss some of the other curriculum-based approaches to handling SRGBV.

## Additional curriculum-based approaches to addressing SRGBV

- Bystander approaches
- ICT (Information & communication technology) approaches to reduce online bullying/violence
- Peace and citizenship education

Slide number: 6  
Duration: 15 mins

Slide title: Additional curriculum-based approaches to addressing SRGBV  
Strategy: Lecture & discussion



Bystander approaches involve learning and practicing appropriate and safe bystander skills, such as how to identify, speak out about or seek to engage others in responding to violence. Most bystander interventions focus on changing individual and peer attitudes and behaviors.

Protection of children from violence, exploitation and abuse while using information and communication technology (ICT) can equip young people with the skills necessary to deal with online harassment, bullying, violence and abuse.

Peace and citizenship civics education or learning about the principles of peace, equality, tolerance and social cohesion can help prevent SRGBV. By acknowledging and embracing difference, including through a gender lens, and by teaching strategies for avoiding violence and managing aggression, education has a key role to play in reducing violence.



#### Country Example - Learning and Practising Safe Bystander Skills: Paths To Adulthood, Hong Kong

Project PATHS (PATHS Positive Adolescent Training through Holistic Social Programmes) is a youth development programme for junior secondary school students in Hong Kong. The PATHS curriculum focuses on helping students to develop the life skills necessary to become proactive helpful bystanders when they see bullying. It includes general awareness-raising on bullying, space for self-reflection and opportunities to rehearse new behaviour. Students begin by learning how bullying harms themselves and others, and learn skills to help protect themselves when being bullied. The course then focuses on the role that bystanders play and equips children with the life skills necessary to be responsible bystanders in both school bullying and cyber-bullying. An early study of PATHS noted the need for the curriculum to include a stronger gender-sensitive perspective, as the researchers concluded that boys may have higher drop-out rates from programmes that try to develop them into helpful bystanders when conventional masculine role models and macho values prevail in broader society (Tsang et al, 2011).

#### Country Example - Cyber-safety Curricula, South Australia

The Government of South Australia has provided guidelines and a curriculum for schools to help young people develop key skills to become 'responsible digital citizens'-Cyber-Safety: Keeping Children Safe in a Connected World (Government of South Australia, 2011). The curriculum focuses on supporting young people to use the internet to learn and explore the world, while gaining the tools that will enable them to use the internet ethically and responsibly and gain an understanding of the potential risks and threats. In particular, the cyber-safety curriculum lays out clear guidance for educators and students about how to cope with bullying and other violence online. It forms part of a broader life-skills based school curriculum Keeping Safe: Child Protection Curriculum (KS:CPC), which teaches pre-school to Year 12 children the skills to keep themselves safe including how to recognize abuse, tell a trusted adult and understand what is appropriate and inappropriate touching.

#### Country Example - Using The Ancient Chinese Board Game Go To Promote Peace In School In Venezuela

Stakeholders at a school in Miranda, Venezuela used the ancient Chinese board game Go to promote peace and reduce violence by the use of positive discipline and development of critical thinking and reflective skills. The project was implemented through small workshops with 15 to 20 Grade 4 students. Instructors facilitated them to play Go using positive discipline to recognize good behaviour and sanction disrespectful or aggressive behaviour towards others. Go was selected due to its potential as a useful educational tool: it teaches the player to reflect and consider numerous different points of view before making decisions, and promotes recognition and understanding of others. Boys and girls who have been playing Go for a number of years have increased their self-esteem and tolerance, their ability to think and reflect, to establish and respect group norms and in addition demonstrate good school performance (Red de Innovaciones Educativas, 2013). Various organizations have provided support to the project including the Venezuelan Association of Go, the International Go Exchange Society (Japan) and the Go Association of Thailand.

**You're right. By working together, we can address SRGBV and ensure its eradication.  
Let's now explore an activity to see when we should or should not step up.**

## Activity: Practicing bystander behavior



Slide number: 7

Duration: 10 mins

Slide title: Practicing bystander behavior

Strategy: Activity



As a teacher, you've been noticing that two students, Henry and Shamila, who used to be friends, can barely stand each other now. After observing their hostility for a few days, you decide to have 1-to-1 discussions with them to understand what's wrong.

Henry just shrugs his shoulders and tells you that Shamila wanted him to interfere in someone else's business, and he refused. She's just upset about that.

Shamila's story is very different. She says that when she was walking home with Henry one day, they saw a gang of boys a little younger than Henry harassing a girl from their school. The girl looked traumatized and was being catcalled and inappropriately touched by the boys.

Shamila asked Henry to intervene and stop the harassment, but he refused to do anything about this. She walked up to the school accountant walking home, but he expressed his helplessness, saying the incident happened outside the school, and walked away.



What would your reaction be when you hear the respective accounts of Shamila and Henry? Discuss in your groups and talk about what Shamila, Henry and you should do in this situation.



Some of the responses to expect from participants would be:

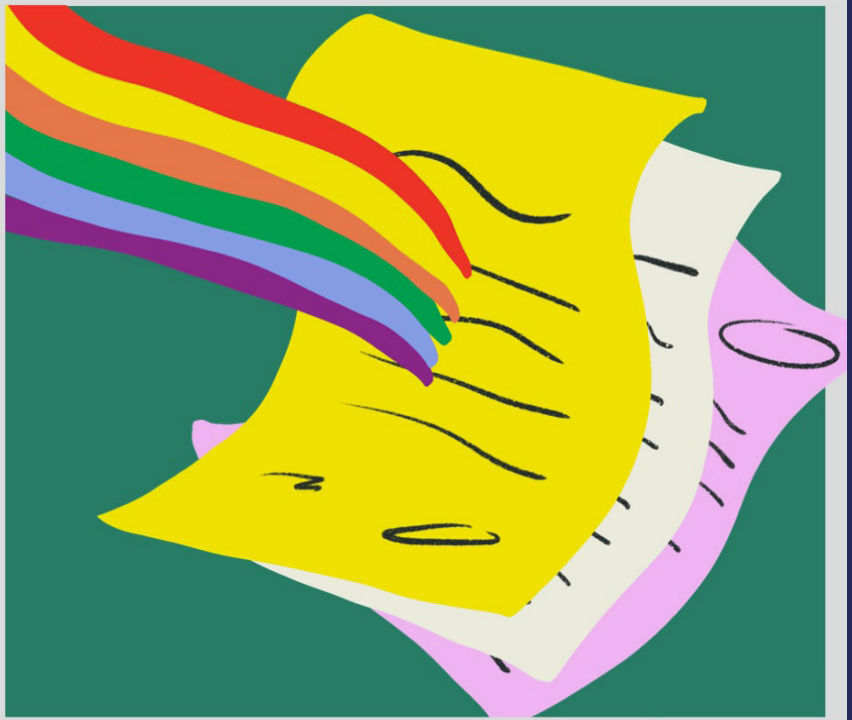
- Henry is right and it would be dangerous for him as well as the impacted girl, if he intervenes.
- Shamila is right in her view that being a bystander is irresponsible and inadequate.
- Maybe, Shamila feels that women are weak and Henry should perform the role of a protector.
- You must take cognizance of the incident and investigate it further.
- You should ignore the situation because it happened in the past and it is best to let bygones be bygones.
- Incidents like these will continue to happen and if the victim has not reported it, there is no point in following up.

Allow the participants to express these and other thoughts and guide them towards the following behaviors:

- SRGBV needs to be addressed but not at the cost of making girls look weak or in need of protection by the stronger sex.
- Reporting systems need to be strong enough for victims or bystanders to step forward and act.
- Gender sensitization for students, teachers, and staff needs to be carried out so that they can understand their roles in ending SRGBV better.
- SRGBV can include incidents that occur on the way to school and back. It is not necessary to include only what happens on school grounds to school stakeholders.

**Let's also discuss some of the other curriculum-based approaches to handling SRGBV.**

## Knowledge Check



Slide number: 8

Slide title: Knowledge Check

Duration: 10 mins

Strategy: Lecture & discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Bystander behavior means that you should act as bystanders and not meddle in other people's situations. State True or False, and why.

Q2. Sex education should be stopped because studies show that children who are more aware of 'good touch' and 'bad touch' are more likely to indulge in 'bad touch'. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. False. Bystander behavior refers to actions that you can take when you come across an SRGBV incident in your presence.

Q2. False. Sex education is a curriculum-based approach that makes children more aware and prevents SRGBV.

Now, I'd like to take up any questions that you may have for me.





## Q & A

Slide number: 9

Duration: 5 mins

Slide title: Q&A

Strategy: Lecture & discussion



Ask the participants to ask any questions they may have, before closing the session.

# Session 8: Training and Support for Teachers

## Session 8

### Training and Support for Teachers



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Slide numbers: 10

Duration: 5 mins

Slide title: Introduction

Strategy: Lecture



Welcome to this module, which talks about training and support needed for teachers to equip them and address SRGBV head-on.

Let's look at our agenda for this session in a little more detail.



- Describe the techniques to equip teachers with high-quality training and support to address SRGBV

## Session Objectives

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Slide number: 11

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

Strategy: Lecture



In this session, we will talk about how teachers can be provided high quality training and support to enable them to address SRGBV. By the end of this session, you will be able to:

- Describe the techniques to equip teachers with high-quality training and support to address SRGBV

Let's discuss some of the ways in which teachers can be equipped with skills and tools to better address SRGBV.



## How a well-equipped and well-trained teacher can address SRGBV better

Slide number: 12  
Duration: 20 mins

Slide title: Understanding how a well-equipped and well-trained teacher can address SRGBV better  
Strategy: Lecture & discussion



Let's see what you think of a story I'd like to tell you.

Sonya is a teacher at a middle school in a village near Tete. She has been trained in addressing SRGBV and has been conducting classes about gender roles, and how people in power can sometimes cause violence.

She is much admired by her students for her ability to teach curricular concepts that are inclusive and gender-equal.

One day, to illustrate her point about gender roles, she brought a cow into the school. She led the cow around and illustrated the point to her students that like cows, sometimes women and girls need to be shown the right path too. Without someone to give them direction, they would lose their way and cause harm to themselves or someone else. Of course, it would be cruel and violent to administer a beating, but one can lead in a friendly way too.

Do you really agree with her non-violent ways?



Expected responses:

- Sonya's non-violent ways of protecting the weak are great and inspirational.
- It is offensive to consider women and girls to be the equivalent of domesticated animals.
- Gender equality means equal decision-making and not one gender 'leading' the other.
- Seeing the right path is crucial and Sonya is correct.
- It is shameful for a woman to hold this kind of a view about girls and women.

Tell the participants that teacher training and continuous professional development programmes need to equip teachers with better and more awareness of the dynamics that play out, including gender roles, norms and equations, other power dynamics. They also need to be able to see and act to remove their own biases and behaviors.

In addition to the 'textbook' components of curriculum, teachers also need to be mindful of the 'hidden curriculum' consisting of attitudes, values, and norms that exist and reinforce harmful differentiation between women and girls and men and boys. In fact, gender is not a binary concept but on a spectrum. Moreover, those who do not conform to gender as a binary may be ostracized or punished for their non-conformity.

Sometimes, children can end up absorbing much more from the hidden curriculum than the textbook curriculum.

**Now, let's participate in an activity that helps us understand the role that teacher training can play.**

## Activity: Supporting teachers to create more positive impact



Slide number: 13  
Duration: 30 mins

Slide title: Identify how teachers can be supported to  
create a more positive impact  
Strategy: Activity



In our respective groups, let's discuss a scenario and comment on the appropriateness of the teacher's response and preparedness.

What are some of the elements that need to be addressed to enable the teachers in this scenario to create a more positive impact? With your knowledge of curriculum design, what are your recommendations for a curriculum that creates an environment to address SRGBV?



Ali is a teacher at a high school in Maputo. He has been known for his approach as a strict disciplinarian. There are regular instances of bullying, misbehavior and harassment at the school. However, Ali's classroom is free from all these because of his approach.

He has frequently caned students indulging in inappropriate behavior and enforced strong discipline. He believes that most boys are troublemakers and need to be disciplined. One of his colleagues, Eileen, has a different view. She believes that girls often land boys in trouble by attracting the wrong kind of attention.



Despite their disagreements, they agree that the best approach is to keep boys and girls separate to avoid trouble. They also actively discourage use of social media, conversations with the opposite gender, and any other interactions apart from schoolwork.

Their students have learned to not mess with the teachers and prefer to not interact with the opposite gender for fear of attracting trouble.



Listen for some of the following aspects:

- Gender segregation is not the same as gender equality.
- Students need to be taught how to interact with each other and staff in a respectful and non-violent manner.
- Caning students is clearly wrong and Ali's attitude against boys is discriminatory.
- Eileen seems to discriminate against girls and indulge in victim-blaming.

**With this activity, you have strengthened your knowledge of curricular approaches. Let's understand these in a little more detail.**



## Key Components for Teacher Training & Development

Slide number: 14

Duration: 15 mins

Slide title: Key components for teacher training and continuous development

Strategy: Lecture & discussion



Some of the aspects that teachers would need to learn to effectively deliver curriculum are:

- Learn class management techniques that do not involve violence and promote respect and positivity.
- Be equipped with strategies and skills that maintain discipline in a positive approach
- Identify, reflect on and learn from their own gendered experiences to create a safe environment, free from biases and prejudices
- Reward positive behavior and focus on using reward mechanisms instead of punishments in the classroom



Look at the following scenarios and suggest how you could apply these aspects:

1. Adil speaks loudly in class when you are teaching, disrupting the class. You are tempted to shout at him, "Stop yelling, Adil!"
2. Sayema has been threatening to beat other students. She even slapped one of the boys.
3. Obeku keeps telling boys not to talk to girls. You actually think it's a good idea to prevent 'distractions'.



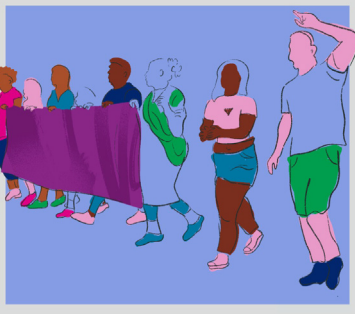
Ask the participants to suggest actionable and practical ways for supporting teachers in changing their mindset and skillset to be more impactful. Tell them to look at the scenarios and discuss how they would use positive approaches to find a solution.

Some of the responses you may hear are:

- Try to respectfully address Adil's questions and once you have answered him, coach him on not interrupting.
- Talk to Sayema to understand the situation. In case she is stressed by someone's behavior, address the situation ASAP.
- Tell Obeku that the classroom is a place where everyone is equal and to be respected. Anyone can talk to anyone else and we believe in respect, not segregation.

**Let's now discuss a little more about various programs that can be rolled out to teachers to make them more effective in addressing SRGBV.**

Activity:  
Awareness  
of training  
programs needed  
to improve  
teachers' skills



Slide number: 15

Duration: 30 mins

Slide title: To build awareness of the kinds  
of modules or training programs needed to  
improve teachers' skills

Strategy: Activity



Look at the key points mentioned and suggest some content you would like to cover for each one of these to enable teachers to understand the content thoroughly.

Discuss in groups and use any frameworks you learned earlier. For example, you could use the **Plan, Design, Deliver, Review** framework



Use the structure below to 'nudge' participants in the right direction. Ask them to clarify more details about what they are proposing and some of the data inputs they would consider while proposing a particular course.

For example, if they propose a course on gender norms, what evidence would they need to identify the requirements for the course and what information would they seek to convey in the course?

Attitudes towards young people	<ul style="list-style-type: none"> <li>• What are my attitudes regarding my students?</li> <li>• Qualities of an ideal teacher</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• Introduction to gender including the spectrum of gender expression</li> <li>• Gender, education and the classroom</li> <li>• Social and gender norms and stereotypes</li> <li>• Understanding cultural and social change</li> </ul>
Violence and SRGBV	<ul style="list-style-type: none"> <li>• Defining violence and SRGBV</li> <li>• Power, use of force and consent</li> <li>• What to do if you witness an incident of SRGBV?</li> <li>• Gender violence, gender norms and HIV/AIDS</li> </ul>
Human rights	<ul style="list-style-type: none"> <li>• Introduction to human rights</li> <li>• Convention on the Rights of the Child</li> <li>• Children's rights - whose responsibility are they?</li> </ul>
Creating a safe and supportive classroom environment	<ul style="list-style-type: none"> <li>• Positive discipline</li> <li>• Classroom management</li> </ul>
Response - support, referral and reporting	<ul style="list-style-type: none"> <li>• What is meant by response?</li> <li>• Direct support to students</li> <li>• Using the teachers' code of conduct to address SRGBV</li> <li>• Using the legal system to address SRGBV</li> </ul>

With this activity, you should now understand the key aspects in initial teacher training and continuous professional development programs so that teachers can develop the skills needed to recognize and address SRGBV.





## Q & A

Slide number: 16

Slide title: Q&A

Duration: 20 mins

Strategy: Lecture & discussion



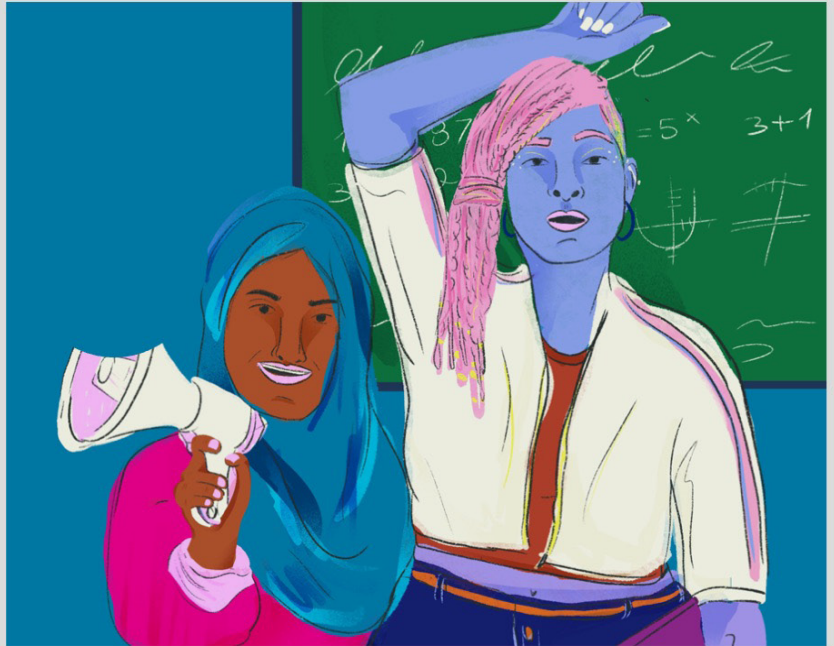
Ask the participants to ask any questions they may have around providing teachers with the right kind of support and how to use it.

Ask them to pair up with another participant to discuss two to three ways in which they could provide additional support to teachers in their own capacity and current role.

# Session 9: Creating Safe Spaces

## Session 9

## Creating Safe Spaces



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Slide numbers: 17

Duration: 5 mins

Slide title: Introduction

Strategy: Lecture



Welcome to this session, which lists how we can create safe spaces, particularly for girls.

Let's look at our agenda for this session in a little more detail.

- Define a safe space
- Identify the process to create safe spaces
- Explain how to use safe spaces and co-curricular activities to address SRGBV

## Session Objectives

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Slide number: 18

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

Strategy: Lecture



In this session, we will talk about creating safe spaces – psychological and physical. By the end of this session, you will be able to:

- Define a safe space
- Identify the process to create safe spaces
- Explain how to use safe spaces and co-curricular activities to address SRGBV

Let's understand the concept of safe spaces in more detail.

## Activity: Defining Safe Spaces



Slide number: 19

Slide title: Define safe spaces

Duration: 15 mins

Strategy: Activity



I want you to stop and think for a minute. Close your eyes and think of a place or a situation in which you feel absolutely and totally safe. No harm can come to you. No one can attack you. In this place, you exist as a safe and valued individual.

Write down what you thought about, on a Post-It note and discuss it with another person.



During the discussion, ask the participants to ask each other some of the following questions:

- What made the place/situation safe?
- How did you feel when you were in it?
- What is different about safe places/situations than 'regular' places?

**Because teachers are the stakeholders who are directly in touch with learners, we will spend some time talking specifically about their role in the first instance.**

## Activity: Role of Teachers in Safe Spaces



Slide number: 20

Duration: 20 mins

Slide title: **Understand role of teachers in creating safe spaces**

Strategy: **Activity**



A safe space is a group or place where young people feel physically and emotionally secure.

School-based clubs and other types of safe spaces can be a useful entry point for addressing SRGBV. Most interventions have engaged girls separately from boys to give both boys and girls their own space to speak freely, gain confidence and improve their knowledge, attitudes and practices in managing violence and inequality.

In a safe space, children and young people feel free to openly express themselves and to ask sensitive questions without fear of judgement.

In your groups, discuss some of the places where safe spaces can be created for children and young people in schools.



Illustrative responses:

- A weekly open forum where children and young people can talk about the past week and any issues they faced
- A favorite teacher's class with the teacher listening to concerns without judgment and suggesting remedial actions
- The playground, where one can be oneself
- Dance floors
- Any place where children feel loved, accepted, and not judged



Thank the participants for their eager participation in the activity and highlight some of the outstanding ideas to make places safe.

**Let's also look at co-curricular activities as tools to create safe spaces**

**Activity: Creation of co-curricular activities to make children feel safe**



Slide number: 21

Duration: 40 mins

Slide title: Creation of co-curricular activities to make children feel safe

Strategy: Activity



Co-curricular activities often focus on building assets and creating safe spaces. They use entry points such as drama, debates and sports activities.

Think of some co-curricular activities that you could create without much effort or cost.



Ask each group to create a list of co-curricular activities they would consider designing for their school environments and the benefits of each one, including the target group of children.



Based on the responses of the participants, share some of the ideas that could be implemented to make co-curricular activities more popular as tools to create safe spaces:

1. Sports teams
2. Hobby clubs
3. Open sessions to talk and discuss
4. Study groups
5. Personality coaching classes/groups
6. Girls' forums





Provide examples of countries where this has been done successfully.

It's All One toolkit and guidance was created by the Population Council (Haberland et al, 2009) to provide a unified life skills curriculum in safe spaces for young people, including communication and decision-making skills, sexuality, gender and violence. In 2011, IRC Kenya partnered with Population Council to implement an adapted curriculum with 10 to 14-year-old girls in Dadaab refugee camp, Kenya (IRC, 2011). The approach involved a safe space model with mentors trained to facilitate the life skills curriculum, which included a focus on self-esteem, gender-based violence, adolescence and puberty, and savings and goal-setting, among other things. This was one of the first times that this model was adapted in an emergency context and refugee camp setting. The end-of-programme qualitative evaluation showed: improvements in self-esteem and adopting progressive gender norms; improvements on social indicators such as having a safe place to sleep in the case of an emergency; knowing someone girls could borrow money from; and having someone they could talk to about their problems.

Using the popularity of cricket among young boys in India, the Parivartan programme is training cricket coaches and community leaders to address issues of gender-based violence. By engaging cricket coaches and mentors, the programme seeks to:

- raise awareness about abusive and disrespectful behaviour
- promote gender-equitable, non-violent attitudes
- teach skills to speak up and intervene when witnessing harmful and disrespectful behaviours.

The tool is based on the Coaching Boys to Men curriculum that was developed in the US and adapted in India by Futures Without Violence and the International Center for Research on Women (CRW) along with the Mumbai Schools Sports Association (MSSA) and the NGO Apnalaya. Parivartan has been implemented in the formal school system and the slum community of Shivaji Nagar.

The programme has been evaluated using a quasi-experimental design with two arms in each setting: an intervention arm and a comparison arm. In the intervention arm, the coaches or mentors received specialized training and resource material, which they used to implement the programme with their athletes. The evaluation found that participation in the programme led to:

- improvements in bystander attitudes, with school athletes in the intervention group more likely to say they would intervene positively in response to observing sexual jokes about a girl or a girl being sexually assaulted
- improvements in gender-related attitudes for both school and community athletes compared to the control group. In particular, there was a large change among the community athletes participating in the programme in their agreement with the statement, 'If a girl says no, it naturally means yes' (from 36 per cent to 17 per cent)
- some decline in peer violence, though it still remains high among both the school and community athletes
- positive changes in the perspectives and practices of the coaches and mentors. However, the impact on the behaviour of athletes was marginal, possibly because of the short timeframe between the initiation of the programme and the evaluation
- the programme was well accepted by both the school and community athletes and prompted self-reported behaviour change that aligned with the overall aims of the programme.

The evaluation found some evidence of greater positive changes for the community athletes than the school athletes, possibly because the mentors in the community were closer in age to the athletes and shared the same social and economic background. The school coaches were much older than the boys they coached and they also held more rigid views about gender than the mentors at the start of the programme.

*For more information see Das et al (2012)*

**The next step is to summarize some of the key aspects of co-curricular activities to address SRGBV.**

## Key aspects of co-curricular activities

- Strengthen linkages with the school and wider community
- Provide mentorship and coaching
- Address boys' attitudes towards SRGBV
- Curricula that impart life skills

Slide number: 22

Duration: 10 mins

Slide title: Key aspects of co-curricular activities

Strategy: Lecture & discussion



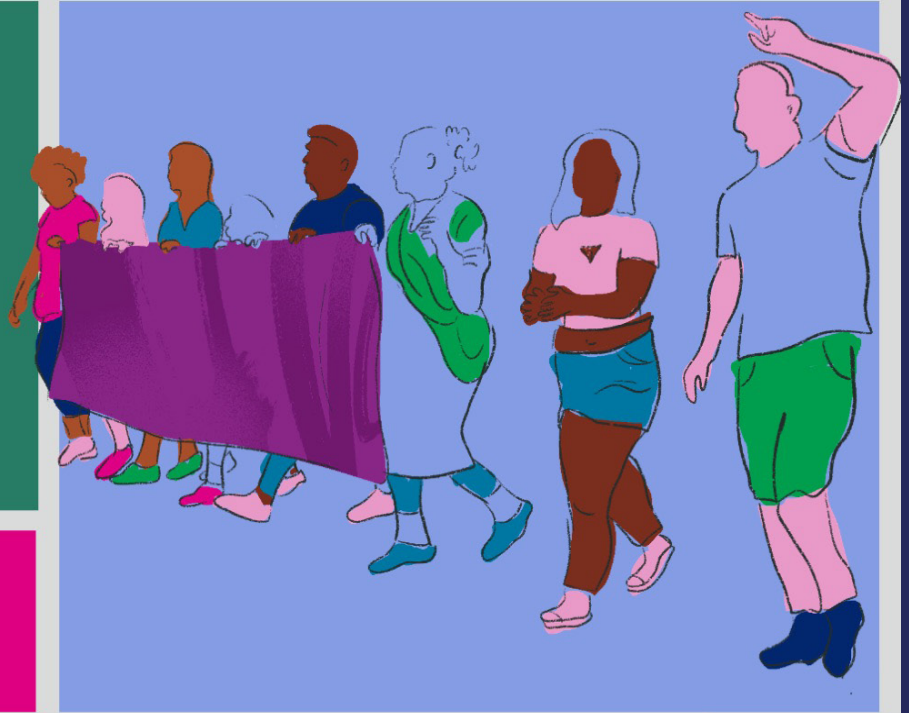
There are multiple aspects of co-curricular activities that can be built up to create a positive impact. Some of these are:

1. Strengthen linkages with the school and wider community to extend the reach of the cocurricular activities and avoid risks of clubs becoming seen as exclusive or disconnected' from the broader school culture.
2. Mentors and coaches (who may be teachers, school staff or volunteers) can play an important role in shaping students' attitudes and behaviours, particularly mentors of the same sex and who are close in age, social and economic background
3. Clubs for boys as well as girls can help to address boys' experiences and attitudes around SRGBV, discussing what it means to be a boy or man and the connections with SRGBV
4. Curricula that combine life skills with other activities, such as sports, asset building and empowerment, can be an interactive, effective way to share key messages.

**Your role as changemakers and influencers is to cut across barriers, dispel myths, and create safe spaces that are meaningful and nurturing.**



## Activity: Thinking of safe spaces



Slide number: 23

Slide title: Thinking of safe spaces

Duration: 30 mins

Strategy: Activity



Take three post-it notes each and write:

- **Gaps:** What was one safe space you saw around you as a child? Which places did you consider safe but they turned out to be unsafe? What did you do?
- **Strengths:** What are some of the strong points of great safe spaces that you have seen?
- **Support:** What kind of support can community engagement and parent engagement bring to the table?

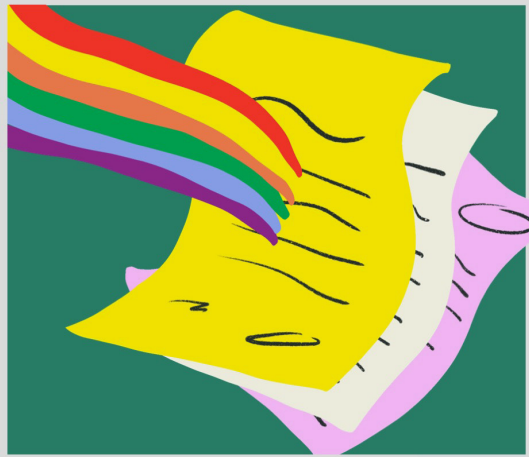


Ask each of them to stick their post-it notes on a wall and have a 'gallery walk' in groups, where each group reads the notes and compiles their own list of the key gaps, strength areas, and support needed.

Each group would also need to create a list of outcomes that can be delivered by doing this and what potential roadblocks might exist.

Thank you for your participation and great ideas to create safe spaces that address SRGBV.

## Knowledge Check



Slide number: 24

Duration: 10 mins

Slide title: Knowledge Check

Strategy: Lecture & discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Which of the following statements are true about safe spaces? (Select all that apply)

- A. They create physical and emotional security.
- B. They serve as a great entry point to address SRGBV.
- C. They help children and young people in expressing freely.
- D. They incorporate an element of judgment so that children and young people understand consequences of actions.

Q2. Creating curricula that merge life skills and other activities can be confusing and harmful. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. A,B, and C. Safe spaces provide physical and psychological safety and ZERO judgment.

Q2. False. Curricula that combine life skills with other activities, such as sports, asset building and empowerment, can be an interactive, effective way to share key messages.

Now, I'd like to take up any questions that you may have for me.



## Q & A

Slide number: 25

Slide title: Q&A

Duration: 15 mins

Strategy: Lecture & discussion



Ask the participants to ask any questions they may have, before closing the module